



## **EDC 355 – Methods and Materials: Teaching Social Studies in the Elementary School**

Fall 2013 - Course Syllabus

---

Instructor: Mark Damico  
Email: mark.damico@rocky.edu  
Office: Tyler 103  
Office Hours: Tuesday: 2:15 – 6:00 PM, and evenings by appointment  
Wednesday: 8:15 – 11:00 AM, 2:00 – 4:00 PM, and evenings by appointment  
Thursday: 8:15 – 9:45 AM, and 11:15 – 12:45  
Office Phone: 406.657.1153  
Texting: 802.558.1517

### **College Catalog Course Description**

EDC 355 - Methods and Materials: Teaching Social Studies in the Elementary School

"This course provides an integrated approach to the social studies K-8 curriculum in elementary and middle schools. Emphasis is on the development of daily, weekly, and unit lesson plans. A variety of instructional strategies will be reviewed and practiced. Methods of organizing the curriculum, methods of teaching, and the use of various technological tools are emphasized. The scope and sequence of various curricula will be examined. Prerequisite: Admission to the teacher education program or permission of instructor."

### **Applicable Montana PEPP Standards: 10.58.508**

- (a) Demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- (b) Demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.
- (iv) Demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA.

- (vii) Demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences
- (c) Plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.
- (c) (i) Demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.
- (c) (ii) Demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies.
- (c) (iii) Apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments.
- (c) (iv) Apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction
- (d) Demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

### **Standards Based Course Goals and Learner Outcomes**

This course is designed to facilitate your growth as an effective teacher of elementary Social Studies. At the conclusion of this course you should:

- Have a clear understanding of your own philosophy about teaching Social Studies
- Be able to write meaningful and clear lesson objectives
- Be able to write effective, creative, original Standards Based Social Studies lesson plans
- Be able to demonstrate effective teaching techniques
- Have a broader understanding of Social Studies content
- Create effective methods of introducing and teaching new content
- Develop a philosophy regarding effective classroom management techniques
- Be able to create plans and teach in a way that meets the needs of all learners
- Have a clear understanding of State and National Standards
- Recognize and exploit the rich opportunities to make a positive difference in the lives of your students through effective, dynamic Social Studies instruction

### **Assessment**

Learner outcomes will be assessed using scoring rubrics designed to measure the degree to which assigned projects reflect and demonstrate the student's understanding and proficiency in each of the specified outcomes.

### **Text**

No text. Social Studies related trade books and other resources will be used.

## Required Materials

Notebook, folder, and journal

Additional materials may be required for specific projects.

There will be at least two trade books required for the course. You can purchase these or obtain the books from your local library. More information will follow.

## Attendance

Attendance is essential because class experiences cannot be recreated independently. Missing more than three classes will result in your final grade being reduced by 1/3 letter grade (i.e. B reduced to B-). If difficulties or special circumstances arise please contact me.

## Academic Responsibilities and Accountability

This syllabus represents a learning contract. Your success in the course is dependent upon successful completion of course requirements, assignments, and tasks while maintaining high standards of academic integrity as described in the college catalog on pages 41 - 42. Please review and familiarize yourself with this material.

## Grading

All of your work throughout the semester should be kept in a three ring binder portfolio, and saved electronically. Your final grade will be determined through a final evaluation of your work and the progress you have demonstrated. The percentages listed below are provided as a guideline to help you to understand the scope and importance of the various elements of the course content.

- |  |      |
|--|------|
| 1. Social Studies autobiography and philosophy | 5 %  |
| 2. Standards-based Lesson Planning             | 60 % |
| 3. Thematic Unit                               | 30 % |
| 4. Final Philosophy Statement                  | 5 %  |

Grading Range:

A = 95 - 100	B = 83 - 86	C = 73 - 76	D = 63 - 66
A- = 90 - 94	B- = 80 - 82	C- = 70 - 72	D- = 60 - 62
B+ = 87 - 89	C+ = 77 - 79	D+ = 67 - 69	F = Below 60

## Course Outline and Assignments

The specific descriptions of assignments and tasks are listed below. Please be aware that any of these tasks may be modified. You will always be notified of any changes in scope, requirements, sequence, or schedule.

### Personal Social Studies Autobiography and Evolving Philosophy (5 points)

Write about your learning experiences in Social Studies as a student, and discuss current philosophies in Social Studies education. Suggested Length: 2 – 3 pages.

#### Part 1 - Your Experiences as a Social Studies Learner

Cite specific, lessons, teachers, incidents or experiences had positive or negative impacts on how well you learned, and on how you now perceive Social Studies instruction. What was the impact and why? Cite one positive experience and one negative experience.

#### Part 2 – Powerful Social Studies <http://www.socialstudies.org/positions/powerful>

Review "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy" by the NCSS and answer the following questions in five one-paragraph answers:

1. How can YOU make Social Studies Meaningful?
2. How can YOU make Social Studies Integrative?
3. How can YOU make Social Studies instruction values-based?
4. How can YOU make Social Studies Challenging?
5. How can YOU make Social Studies active?

### **Standards Based Research, Analysis, and Planning** (60 points)

To become a Social Studies content expert, you will research, analyze, and explore the content that supports all six Montana standards. Using this research, you will create lesson ideas, activities, Webquests, and other methods to introduce the content to your future students. Practice lessons will be taught to small groups or to children at local schools. You will be evaluated on the following:

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| • Depth of Research               | • Variety of Reference Materials |
| • Creativity                      | • Appropriate Adaptations        |
| • Meaningful Objectives           | • Effective Presentation         |
| • Clear, motivating introductions | • Clear Closing Strategy         |
| • Logical Scope and Sequence      | • Appropriate Assessment Tools   |
| • Organization                    | • Demonstrated Understanding     |

Use the Content Standard Exploration Guidelines page for each Standard (see below).

### **Social Studies Thematic Unit** (30 points)

Thematic units investigate one theme from a variety of perspectives and approaches. Using a thematic concept of instruction connects topics within the subject area, expands and enhances understanding, increases motivation, and provides a holistic learning experience. Create, develop and write a Social Studies Thematic Unit consisting of five lessons. The unit can be designed for any grade from K - 8. This thematic will be based on any theme you choose.

#### Required Elements

1. One paragraph Unit Objective: A well-written description of the instructional objectives of the unit. The unit objectives give direction and meaning to the unit.
2. Five well-written ORIGINAL standards-based Social Studies lesson plans following the full lesson plan format. Each lesson will be designed to address at least one of the Montana State Standards.

### **Final Philosophy Statement** (5 points)

Answer the following questions once again, but this time, apply all of the knowledge you gained throughout the course, and explain how you will achieve all of these goals.

1. How can YOU make Social Studies Meaningful?
2. How can YOU make Social Studies Integrative?
3. How can YOU make Social Studies instruction values-based?
4. How can YOU make Social Studies Challenging?
5. How can YOU make Social Studies Active?

Finally, complete the following sentence: My students will describe Social Studies...

## **Course Schedule – Fall 2013**

### **Week One**

8.27 Class 1 – Course Intro and MTCC Standards

8.29 Class 2 – Defining Social Studies and creating the environment

### **Week Two**

#### **Project Due: Social Studies Autobiography (Class 4)**

9.3 Class 3 – Dynamic Social Studies: The Subject You Will Teach

9.5 Class 4 – Exploring Multicultural Perspectives

### **Week Three: Content Standards**

9.10 Class 5 – Learning Styles, Special Needs Kids, Gender Roles

9.12. Class 6 – Creativity, Democratic Classroom, and Learning about your Students

### **Week Four: Grade 1 Topics (pick one, create one lesson)**

- Working Together at School
- Families Around the World
- Families at Work
- Who We Are and Where We Live
- People Change the Land
- America the Beautiful
- Other

9.17 Class 7: Grade 1 Brainstorming, Research, Lesson Ideas, and Connections to Standards

9.19 Class 8: Grade 1 Mini-lesson, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

### **Week Five: Grade 2 Topics (pick one, create one lesson)**

- Comparing Holidays
- We the People (elections)
- Food Clothing and Shelter
- Transportation and Communication
- How Neighborhoods Change
- Other

9.24 Class 9: Grade 2 Brainstorming, Research, Lesson Ideas, and Connections to Standards

9.26 Class 10: Grade 2 Mini-lesson, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

### **Week Six: Grade 3 Topics (pick two, create two lessons)**

- Rural and Urban Communities
- Washington D.C. – Our Nations Capitol
- Community Workers
- Our Cities Government
- Tokyo – Japan's Capitol
- Any Capitol City

10.1 Class 11: Grade 3 Brainstorming, Research, Lesson Ideas, and Connections to Standards

10.3 Class 12: Grade 3 Mini-lesson 1, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

**Week Seven – Grade 3, Topic 2**

10.8 Class 13: Grade 3 Brainstorming, Research, Lesson Ideas, and Connections to Standards

10.10 Class 14: Grade 3 Mini-lesson 2, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

**Week Eight: Grade 4 Topics (pick two, create two lessons)**

- History and People of Montana
- Regions of the United States: The West, Southwest, Midwest, Northeast, and South
- Deserts and Forests of the World
- Rivers of the World
- Lakes and Oceans of the World
- Maps and the Five Themes of Geography
- The Three Branches of a Democratic Government
- Other

10.15 Class 15: Grade 4 Brainstorming, Research, Lesson Ideas, and Connections to Standards

10.17 No Class: October Break

**Week Nine: Grade 4, Topic 2**

10.22 Class 16: Grade 4 Mini-lesson 1, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

10.24 Class 17: Grade 4 Brainstorming, Research, Lesson Ideas, and Connections to Standards

**Week Ten – Grade 4, Topic 2 and Grade 5 Topics (pick two, create two L.P.)**

- The American Land
- Native Americans
- The American Colonies
- The Civil War / Slavery
- The Industrial Revolution
- Westward Expansion
- The World Wars
- The Civil Rights Movement

10.29 Class 18: Grade 4 Mini-lesson 2, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

10.31 Class 19: Grade 5 Brainstorming, Research, Lesson Ideas, and Connections to Standards

**Week Eleven – Grade 5, Topic 1 and Grade 5, Topic 2**

11.5 Class 20: Grade 5 Mini-lesson 1, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

11.7 Class 21: Grade 5 Brainstorming, Research, Lesson Ideas, and Connections to Standards

**Week Twelve – Grade 5, Topic 2**

11.12 Class 22: Grade 5 Mini-lesson 2, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

11.14 Class 23: Thematic Units Outline Drafts due – Review Units

### **Week Thirteen - Grade 6 Topics**

- Ancient Civilizations
- The Middle Ages
- The Renaissance
- The World Wars
- The Eastern Hemisphere
- Maps and the Five Themes of Geography
- Economic Systems

11.19 Class 24: Grade 6 Brainstorming, Research, Lesson Ideas, and Connections to Standards

11.21 Class 25: Grade 6 Mini-lesson 1, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

### **Week Fourteen - Technology**

11.26 Class 26: Grade 6 Brainstorming, Research, Lesson Ideas, and Connections to Standards

11.28 No class - Thanksgiving

### **Week Fifteen - Grade 6, Topic 2**

#### **Projects Due: Thematic Unit and Final Philosophy Statement**

12.3 Class 27: Grade 6 Mini-lesson 2, Assessment, and Pedagogy.

Teachers: \_\_\_\_\_

12.5 Class 28: Thematic Unit Presentations

## **Content Standard Exploration Guidelines**

As you explore each Montana Standard, support your exploration, learning, and lesson planning by addressing all of the following areas:

- Research and Resources – Explore, learn, and understand the content through research. Provide a list of resources explored including websites, reference materials, books, etc.
- Topics / Content Specific to Montana – How does this standard explicitly relate to Montana?
- Lesson Objectives and Learner Outcomes – What will your students learn and what will they be able to do with this knowledge?
- Lesson Ideas – What innovative lessons can you create to meet your objectives?
- Activities – What activities will you create to support your learning objectives?
- Supporting Materials – What materials, resources, artifacts, literature, etc will you use to meet your objectives?
- Individualized Instruction – How will you modify instruction to meet the needs of all learners?
- Assessment – How will you assess learning?
- Other Elements – What other elements will you use to support your learning objectives?

## **Lesson Design Guidelines**

Consider the following in each lesson you design:

1. How can this lesson be Meaningful?
2. How can this lesson be Integrative?
3. How can this lesson be values-based?
4. How can this lesson be Challenging?
5. How can this lesson be Active?